DOCUMENT RESUME

ED 114 131 JC 750 554

AUTHOR Trufant, John E.; Kelly, Sarah J.
TITLE Research in the Virginia Community College System; An Annotated Bibliography, Topical Listing, and College Listing of Research Projects Conducted at Virginia Community Colleges through July 15, 1974.
INSTITUTION Virginia State Dept. of Community Colleges, Richmond.
PUB DATE Aug 74
NOTE 41p.; For a related document, see JC 750 585

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Annotated Bibliographies; *Bibliographies; Classroom Research; College Administration; Community Colleges; Community Study; Counseling; Followup Studies; Graduate Surveys; *Institutional Research; *Junior Colleges; Student Characteristics
IDENTIFIERS *Virginia Community College System

ABSTRACT

This document provides a means of improving and formalizing the communication of institutional research conducted at the 23 colleges in the Virginia Community College System. Over 160 reports are arranged in three sections. The first section annotates 44 of the studies, which were selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by nine topics: follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, faculty and staff. The second section lists all studies by topic, and the third lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. Series of routine reports are compiled separately in the topical listing. Although some reports did not seem to be in the "research" category at all, for the most part the listing is inclusive, not exclusive. However, the file from which this document was prepared does not necessarily contain all of the reports conducted by the 23 colleges. (NHM)

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RESEARCH IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

An Annotated Bibliography, Topical Listing, and College Listing of Research Projects Conducted at Virginia Community Colleges through July 15, 1974

John E. Trufant
Coordinator, Research and Evaluation

Sarah J. Kelly
Research Associate

Virginia Department of Community Colleges
P. O. Box 1558
Richmond, Virginia 23212

August, 1974

JC 750 554

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Introduction

The staff at community colleges in Virginia have been conducting research for a number of years. The nature and scope of investigations have varied considerably from college to college, dependent to a degree on college size, geographical location, available resources, interests of staff members, and other factors. Communication of research projects among colleges has been informal for the most part, even though common interests have been recognized. The purpose of this document is to provide one means of improving and formalizing the communication of research conducted at the 23 colleges in the Virginia Community College System.

This report has three sections. The first section contains annotations of research projects arranged by the topics of follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, faculty and staff, and other reports. The second section lists all studies by topic, and the third lists all studies by college.

The Virginia Department of Community Colleges maintains a collection of the research studies and reports completed at the colleges. Responses to the Department's requests for new materials to update this collection have been excellent. It is impossible to know, however, if the file from which this document has been prepared contains all research reports which the 23 colleges have conducted. Any important omissions that are noted should be brought to the attention of the Research and Evaluation Section in the Department. It is also recognized that many routine reports done at some colleges have not been forwarded to the Department and, therefore, are not included in the listings.

This report includes an annotated bibliography. From over 160 studies, 44 have been chosen for annotation. The selection process was a simple one. The writers reviewed all of the materials and then agreed on those which (1) would seem to have the widest interest, (2) were attempts at program innovation, (3) contained a narrative section on findings, and/or (4) reported well-designed studies. It is possible that the reviewers' biases may have affected some choices and deletions.

The types of materials reviewed varied considerably. They included sophisticated experimental designs, casual descriptive studies, routine reports, innovative proposals, and others. Where a series of routine reports was identified, such as student profiles, only one reference to them was included. In addition, some reports did not seem to be in the "research" category at all. Some were omitted, but in most cases, the listing has been inclusive, not exclusive.

The present plan is to update this bibliography annually with new research studies conducted at the colleges. It is essential, therefore, that copies of all new reports be forwarded to the Office of Research and Evaluation at the Department if future bibliographies of VCCS research are to be comprehensive and successful. Anyone desiring a copy of an

individual report listed in this bibliography should contact the Office of Institutional Research or Student Services at the college where the study was conducted. Copies of this report can be obtained from the Office of Research and Evaluation at the Department.

Section I

Annotations of Selected College Reports Arranged by Topic

A. Follow-Up Studies

1. Carter, Edith H. *Follow-Up Studies - The Why and the How.* New River Community College. 1974.

This report described the need for follow-up studies as a basis for planning and pointed out specific areas in which follow-up data are helpful. The following areas were discussed as fruitful subjects of study: dropouts, programs to serve the needs of the community, occupational-technical programs, transfer programs, grading standards, instructional analysis, requirements for admission, student services, and orientation.

2. Carter, Edith H. and James R. Montgomery. *From Two to Four: A Study of the Virginia Community College Transfer to the State University.* New River Community College. 1974.

This study was an effort to determine problems encountered by transfer students from the community college system and to elicit students' suggestions for easing the transition between two- and four-year colleges. Information from transfer students at VPI & SU was collected by means of questionnaires and interviews. The greatest problem encountered by transfer students was the increase in academic difficulty. Problems in adjusting to large classes and to the anonymity of the university were also cited. Respondents made the following suggestions for easing adjustments to four-year colleges.

a. Transfer students need a separate and longer orientation program with more emphasis on dormitory procedures. They need to be assigned to native students for further orientation and more personal contact.
b. Transfer students should be assigned to counselors and given more guidance in choosing courses and majors. Lighter loads should be suggested as a possibility for first quarter students, and closer student-faculty relationships are needed.
c. More parallel courses at two- and four-year colleges and more information about transferring credits are needed.
d. Community colleges should encourage more academic independence and provide more difficult courses.
e. Transfer students need more information about financial aid and job opportunities in the area.

3. *Directory of Transfer Information.* Northern Virginia Community College. 1973.

The *Directory of Transfer Information* was prepared to aid NVCC students in planning transfers to other colleges. General information about transferring is provided first and is followed by an alphabetic listing of colleges with which NVCC has some transfer agreement. The information for each college varies but concentrates on items which students would not generally find detailed in the catalog for that

institution. The *Directory* is designed for continual revision, both additions and deletions. Forty-seven colleges and universities were originally included.

4. *A Follow-Up Report of SVCC's Developmental Mathematics Students: 1970-72.* Southwest Virginia Community College. 1972.

The purpose of this study was to determine the success rate of students in developmental mathematics and their subsequent success in credit mathematics courses. In addition, questions on the optimum length of mathematics courses and the need to complete a specified body of content were examined. Of a study population of 286, 32 percent received an S grade; 25 percent received a U grade; 35 percent had an R; and 7 percent withdrew. Of 109 (38%) students who took the first quarter of a credit mathematics course, 84 (29%) had an average passing grade of 2.50. Second and third quarter credit students diminished until only 10 percent of the original 286 were enrolled. These students had an average passing grade of 2.70.

It was found that some students remained in developmental mathematics for as long as two years. No conclusion on optimum time period was reported. The question of the need to complete a specified body of material remained unanswered. According to the investigator, it appeared that the success of students in credit mathematics depended more on the knowledge gained before coming to the college than the training received in developmental mathematics at the college.

5. Gourley, Martha. *A Follow-Up of the Academic Achievement of Danville Community College Transfer Students.* Danville Community College. 1971.

This study was conducted to find out how Danville Community College students achieve academically during the first year at senior institutions. Since 80 percent of the transfers went to Virginia Polytechnic Institute and State University or Averett College, the findings were based on transfers to these institutions. The composite GPA of transfer students decreased slightly from 2.88 at the community college to 2.58 at senior institutions. Eighty-nine percent of DCC students who transferred at Averett College earned a GPA of 2.00 or better, and 84 percent of those who transferred to VPI & SU had a GPA of at least 2.00. Most of the students continued in the area of specialization they had begun at the community college.

6. Holston, Norene and J. Wade Gilley. *Three Years in Retrospect: A Follow-Up Study of Graduates for 1968-1970.* Wytheville Community College. 1971.

The purpose of this study was to provide information to the public and the college's board for evaluating the effectiveness of the educational programs at Wytheville Community College. Data were gathered from grade reports of students who had transferred and from questionnaires to graduates, to students who had withdrawn or not returned, and to personnel

directors of firms employing graduates of occupational-technical programs. The following conclusions were reported:

a. Transfer students were found to be performing at above average levels in four-year institutions.
b. Good personal-social-educational adjustment of transfer students was indicated by academic achievement at transfer institutions which was equal to or better than their achievement at Wytheville Community College.
c. Occupational-technical students had high rates of employment, had good salary levels and stability, and were advancing in their fields. Employers expressed satisfaction.
d. Both transfer and occupational-technical students were accepting employment in Virginia.

7. Houston, C. A. *Student-Graduate Studies at Virginia Western Community College.* Virginia Western Community College. 1973.

This series of four reports dealt with students and graduates of VWCC, 1971-72. The first report compared responses of the total student population to the 1972 graduates of VWCC. The questions concerned evaluating the faculty, teaching, facilities, and overall aspects of the college. Graduates, it was found, rated academic instruction, shop-laboratory facilities and overall aspects of the college higher than did the student population. Social activities were rarely rated superior by either group, but there was no way to discern if students desired more social activities.

The next report examined June 1972 graduates in terms of transfer and/or employment. Graduates were found to be very successful in transferring and in finding employment. Many graduates accepted employment in VWCC's region.

The third report described the student body at VWCC in terms of age, marital status, ethnic background, and father's occupational level. The author concluded that the "student population at VWCC is distinctly different from the traditional college student." A student at VWCC tends to be older, married, and self-supporting.

The last report described the graduates by type of degree and curriculum, demographic characteristics, opinions about the college, and immediate plans. The 324 graduates of 1972 were in five degree programs and completed 23 types of curricula. Men comprised 62 percent of the graduates. Ninety percent were white, and seven percent were black; American Indians and others made up the remaining three percent. Married students comprised 59 percent of the graduates; single students, 35 percent; other, six percent. Of the graduates' parents, 75 percent had not attended college. There was a wide range of father's occupations; 48 percent of mothers were reported to be housewives. Only three percent were unemployed. More than 87 percent of the graduates said they would recommend VWCC to friends, relatives and others. Opinions of the college in specific areas were generally high although counseling and social activities were not. Over 30 percent of the graduates planned to transfer; half were planning to work.

8. Montgomery, James R. *Junior College Transfers to VPI (Fall 1971).* New River Community College. 1971.

The purpose of this study was to examine the academic characteristics of a group of community college transfer students to VPI and to determine if there were significant differences by group or sex. A significant difference was found between GPA attained at the community college and first quarter GPA at VPI. There were also significant differences in GPA by group, for first through third quarters. There was no significant difference between males and females in the transfer group, but there was a significant difference for native university males and females. Highly significant differences were found in the retention rate of native university versus transfer students.

9. Mullen, J. Michael and Vicki Tinsman. *Analysis of 1973 Graduates Survey.* Northern Virginia Community College. 1973.

This report is a presentation of findings from the graduates survey conducted annually at Northern Virginia Community College. A large percentage (89%) of students thought that NVCC had prepared them very well for the field they had chosen. Almost all of the graduates (95%) indicated satisfaction with their education at NVCC. Specific questions dealing with salary, promotion, placement, and further education were also answered by graduate respondents.

10. *A Report of the Occupational-Technical Graduates.* Danville Community College. 1973.

The purpose of this report was to provide information on graduates of occupational-technical programs for the 1973-74 academic year (excluding spring 1974 graduates). Of those responding to the questionnaire, 76 percent indicated that they were employed in their field of study, and 87 percent were employed in Virginia. Salaries ranged from $3,330 to $14,500 with men earning considerably more than women, on the average. Additional follow-up of graduates resulted in a 100 percent response rate on place of employment or transfer institution.

11. *Research Study of Thomas Nelson Community College Transfer Programs.* Thomas Nelson Community College. (Undated).

The purpose of this study was to compare curricula in five programs at Thomas Nelson and at six four-year institutions in order to determine if Thomas Nelson students were able to transfer in good standing and have junior status at those institutions. Comparisons dealt with credit hour requirements by curriculum. The conclusion was reached that Thomas Nelson students who successfully completed business administration, liberal arts, pre-education, pre-engineering or science would have no serious problem in transferring as juniors.

12. Singleton, Robert E. *Follow-Up Study of Graduates, 1968-1972.* Dabney S. Lancaster Community College. 1973.

This study was designed to determine the location of transfer institutions or place of employment for graduates, their salary ranges (initial and present), and their evaluation of the community college as preparation for college, work, and other post-college experiences. Of the 162 respondents, 54 either were attending or had been graduated from senior institutions. Ten respondents were unemployed and 120 were employed. The college placement office was credited with only 20 of the job placements. Mean salary ranges were $5,500 to $6,500 for initial jobs and $6,500 to $7,500 for present jobs. Community college preparation for four-year college or employment was rated excellent or good by 82 percent of the respondents. General evaluations of the college were largely positive: 122 positive responses, 1 negative response, and 25 responses with both positive and negative elements.

B. Experimental Studies

1. Conray, David E. *The Effects of Age and Sex Upon a Comparison Between Achievement Gains in Programmed Instruction and Conventional Instruction in Remedial Algebra 1 at Northern Virginia Community College (Abstract).* Northern Virginia Community College. (Undated).

The purpose of this study was to compare the effects of conventional instruction and programmed instruction on achievement in remedial algebra. In addition, effects of previous ability, age and sex were studied. Findings indicated that as the age of students increased, their achievement in Algebra I increased by either method of instruction. Sex was found to have no significant effect under either instructional method. Furthermore, results indicated that the method of instruction used did not significantly affect achievement. The author made several recommendations for further investigations.

2. Houston, C. A. *A Study of the Effectiveness of Improving Academic Performance Using Instructional Objectives.* Virginia Western Community College. 1972.

The purpose of this study was to determine the effect of using instructional objectives on student performance in two classes of general college mathematics at VWCC. The study was carefully designed using control and experimental groups, pretests and post-tests. It was found that student performance in the experimental group was higher "as a general trend." The author suggested that writing instructional objectives helped in planning the course, for it forced a closer examination of the students and the course itself.

3. Reed, M. Douglas. *Prediction Studies Based on ACT.* Central Virginia Community College. 1968.

This study was an investigation of the value of high school grades and/or ACT subtest scores in predicting first term grades at the community college. The combination of high school grades (H) and ACT subtest scores (T) is referred to as the T-H index. The T-H index predicted both first term GPA and social studies grades better than any single score. High school grade average predicted first term GPA better than did ACT subtest scores. The ACT composite predicted college social studies grades better than did any other single predictor.

4. Reed, M. Douglas. *Some Relationships Between CGP Performance and Course Success for Students Entering CVCC in 1971-72.* Central Virginia Community College. 1972.

This study was conducted to determine whether CGP scores are related to general success in course work and, if so, what relationships exist between CGP scores and specific letter grades or specific courses. It was found that CGP subtest scores were generally related to academic success. Although the scores were not always positively correlated with specific grades or courses, general relationships between low CGP scores and low grades prevailed.

5. Reed, M. Douglas and Jerry T. Pardue. *Operant Conditioning of College Study Behavior.* Central Virginia Community College. 1970.

The purpose of this study was to measure the effectiveness of operant conditioning procedures in producing successful surveying behavior in academically deficient students. It was found that reinforcement of surveying behavior following a lecture on that subject was more effective than a lecture without reinforcement. That is, the reinforced subjects made significantly fewer surveying omissions and performed better on tests of recall ability.

6. Williams, Margaret H. *High School GPA as a Predictor of College Success: A Comparative Study.* Thomas Nelson Community College. (Undated).

The purpose of this study was to determine the degree of correlation between high school grade point average and grade average for the first two years of college. Findings indicated that for the transfer AS degree, technical AAS degree and AAS business degree, college grades were considerably higher than high school grades for the groups as a whole. However, the conclusion offered was that college grade average can be predicted from high school grade average for AS transfer students but not for AAS degree students.

7. Zick, Gary R. *A Comparison of the Results of Two Groups of Students' Responses on the Hall Occupational Orientation Inventory.* Blue Ridge Community College. 1969.

This study was concerned with investigating the ability of the categories on the Hall Occupational Orientation Inventory to detect a difference between: (1) a group of students in a transfer liberal arts curriculum, and (2) a group of students in a two-year terminal technical curriculum. The following significant differences in scores on the HOOI were found between the two groups. Technical students were more oriented toward security, aspiration, data orientation, routine-dependence, and object orientation. Liberal arts students were more people-oriented than were technical students.

C. Innovations

1. Archer, J. A. *Project Step-Up: An Interim Evaluation.* Virginia Western Community College. 1974.

The purpose of this report was to provide information on how well the objectives of the Project Step-Up Program were being achieved. This project was federally funded and designed to aid students with academic potential but in need of special services to initiate, continue, or insure academic success. Project students made significant gains in developmental mathematics, developmental English, and developmental reading. The special service group also demonstrated a high retention rate. However, comparisons between project (special) students and non-special students revealed no significant differences. Most special students, despite gains, did not remove their deficiencies.

2. Carter, Edith H. *New River Community College Final Analysis: One-Year R-Grade Study.* New River Community College. 1973.

The purpose of this study was to determine the attitudes of students and faculty toward the R grade (re-enroll). This alternative final grade was part of a one-year experimental grading system in which faculty would voluntarily participate. The R grade was to be used when a student was making satisfactory progress but needed more time to complete course objectives. The student had to complete the objectives by enrolling in the course the next time it was offered or, if the course was not offered, by taking an independent study. Attitude studies during the one-year experiment yielded the following findings:

a. Faculty and students generally supported R as an alternative to F and recommended continued use of the R grade.
b. The majority of students receiving R grades repeated the course during the following quarter and received passing grades.
c. The number of F grades declined significantly during the one-year experimental period.

d. Many faculty did not use the R grade because they considered the I grade more appropriate.
e. Students and faculty agreed that a two quarter time limit should be imposed on R grade recipients.
f. There were not very many dropouts among students receiving R grades.
g. The majority of R grades were given in 100 level courses, with very few given in 200 level courses.
h. The majority of transfer institutions did not view the R grade adversely and did not feel that the grading system would affect transfers.
i. Students indicated they were likely to drop out if they received a D or F in more than one course but not if they received an R in more than one course.
j. As the year progressed, increasing numbers of faculty members made use of the R grade.

D. Community

1. Carter, Edith H. *Interview Analysis of Lower Socioeconomic Group for New River Community College Service Area.* New River Community College. 1973.

The purpose of this paper was to report the findings of interviews held with lower socioeconomic residents of the service area of New River Community College as a pilot project for determining needs for the college's master plan. The interview was designed to find out how much was known about the community college and how the college could be of service to this particular group. A number of findings were reported:

a. Interviewees had a good image of the college.
b. People living farther away from the college were less likely to know the location of the college.
c. Age was the principal reason interviewees gave for not wanting to attend the college.
d. Specific course offerings were suggested, particularly in the areas of individual self-support and leisure activities.
e. Interviewees gave a wide range of estimates for cost of college attendance.
f. A high school diploma was viewed as an entrance requirement.
g. Interviewees thought that bus transportation was a good idea for students.

2. Chambers, James R. *Cooperative Education at New River Community College: A Survey and Analysis.* New River Community College. 1973.

This study was conducted to determine occupational needs in the service area of New River Community College and to set up cooperative positions for New River students. Response from regional business and industrial firms was very positive. Numerous placement offers for cooperative positions were made, and 49 students had been placed at

the time the report was written. Business and industrial firms also offered training space, loan of equipment, free instructors, and funds to defray specific instructional costs. A temporary director for cooperative education was hired to complete the pilot survey and to incorporate co-op activities into the college curriculum.

3. Fisher, Andrew, et al. *A Study to Determine the Immediate Job Opportunities for Lord Fairfax Community College Merchandising Management Graduates.* Lord Fairfax Community College. 1972.

This study was conducted by six merchandising management students at Lord Fairfax under the direction of Frank Martin. The purpose of the study was to determine opportunities for employment of merchandising management graduates in the Lord Fairfax Community College service area. The program was designed to prepare students for middle management employment in merchandising and related occupations. Opportunities for positions in merchandising management were found to be limited, but 85 percent of the responding businesses had plans for future expansion. For middle management positions, 51 percent of the respondents preferred high school graduates; 30 percent preferred two-year college graduates, and six percent preferred four-year college graduates.

4. Gottschalk, Kurt P. *Socio-Economic Survey of Mountain Empire Community College Service Area.* Mountain Empire Community College. (Undated).

This study was designed to increase awareness of certain aspects of the community service area among faculty and staff at Mountain Empire Community College. The following characteristics of the community as of 1970 were stressed in the report:

a. The area has experienced a steadily declining population due to a heavy out-migration (80,000 since 1940).
b. Compared to the state, the area has a proportionally smaller percentage of people in the 20-40 age bracket and a larger percentage in the over 50 bracket.
c. Blacks comprise only 2.3 percent of the total population.
d. The area has lost 10,000 jobs since 1950.
e. Two of the main sources of employment - mining and agriculture - have declined during the past two decades.
f. Though median family income for the region has nearly doubled since 1960, it is still considerably less than the comparable figure for the state.
g. The median level of education for adults in the area is about eight years.

5. Mills, J. Thomas. *Health Education Needs Assessment.* Lord Fairfax Community College. 1972.

The purpose of this study was to determine the need for health services personnel in the Lord Fairfax Community College region. Specifically, the following data were collected from questionnaires

and interviews of medical administrators: (1) number of employees currently in health services positions, and (2) projections of the number of additional employees needed by 1975 and by 1977. The approximate annual increase for 1973-75 was generally greater than that for 1976-77. The data did not include annual replacement rates for health services personnel, which were expected to far exceed rates for additional personnel.

6. Mullin, Virginia I. and Kurt P. Gottschalk. *Obtaining Community Input in the Planning of Community Services: A Model.* Piedmont Virginia Community College. (Undated).

This project, which was funded under Title I of the Higher Education Act, was the first part of a three phase program on community services. Phase I focused on the development of a planning model for community service. Subsequent phases would deal with implementing the model and testing the model in other locations.

Developing the model - which is descriptive in nature - grew out of an examination of the literature, contacts with people in the field, and three conferences. Prefacing discussion of the model is a definition and overview of community services. The model itself is described in sections on Commitment to Community Services, Knowing Your Community, Strategies for Obtaining Community Involvement in the Planning of Community Services, and Advisory Committees.

E. Counseling and Guidance

1. Carter, Edith H. *A Comparison of CGP Mathematics Tests and Last High School Mathematics Grades as Predictors of Success or Failure in Community College Transfer Mathematics Courses.* New River Community College. 1974.

The purpose of this study was to compare CGP mathematics scores and high school mathematics grades as predictors of mathematics grades at the community college. High school mathematics grades and CGP mathematics scores both predicted mathematics grades with 73 percent accuracy (a biserial correlation coefficient of .73 - significant beyond the .01% level). When the two predictors were grouped and subjected to discriminate analysis, mathematics grades could be predicted with 82 percent accuracy (a multiple correlation coefficient of .82). From the discriminate equation, tables of probability based on CGP scores and last high school math grades were produced for the use of local guidance and placement personnel.

2. Dassance, Charles R. and W. Ridgely Haines. *A Study of Student Services Needs of Special Students at Piedmont Virginia Community College.* Piedmont Virginia Community College. 1974.

The purpose of this study was to determine the student service needs of the adult population at Piedmont Virginia Community College. Adults

were considered to be students over 25 years of age. Questionnaires were distributed to a 50 percent random sample of "special" students. Findings indicated that a large majority of respondents would use student services. The highest percentage of students indicated a need for service in admissions and records. Respondents indicated that educational and career counseling were of next importance. Personal growth groups were desired by many students, both day and evening. Sixteen percent indicated an interest in co-curricular activities, 18 percent in job placement, 24 percent in transfer placement, and 12 percent in financial aid. Considerably more of the adult population expressed no interest in student services than the under 25 age group. The report concluded with a number of recommendations for providing adult students with student services.

3. Gourley, Martha H. *Validity Study Report: First Term 1970-1971 Academic Year.* Danville Community College. 1971.

The purpose of this study was to determine the effectiveness of available data in predicting first quarter grade point average (GPA) for all students and for specific subgroups. Predictors of grades in specific English and math courses were also sought. The data on incoming students included high school grades and rank in class, previous test data, and scores from the Comparative Guidance and Placement Program Test (CGP). The CGP Math score was the best single predictor of GPA for college transfer students as well as occupational-technical students in both one- and two-year programs. The best combined predictors of GPA for all students were high school rank, CGP Sentences score, and CGP Math score. Self-reported grades of students' last two English courses were the best single predictor of first quarter English grades for both occupational-technical and college transfer students. The best combined predictors of English grades were the CGP Sentences score and self-reported English grades from high school. All the above predictors were significant at the .05 level of confidence.

4. Pardue, J. and M. D. Reed. *Statutes for Liberty.* Central Virginia Community College. 1970.

This study concerned the confidentiality of counseling communications at Virginia community colleges. Counseling professionals in Virginia were questioned on both their knowledge of privileged communication laws in the state and their willingness to endorse passage of such laws. All 55 Virginia community college counselors stated they did not know of any privileged communication law in Virginia, and no one indicated awareness of the fact that such a statute had just been proposed. Of the 55 counselors, 53 said they would endorse passage of such a law in Virginia. Of 322 other Virginia counselors questioned, there was no knowledge of privileged communication law or of the currently proposed bill. About two of three indicated they would endorse passage of such a law.

5. Smith, Arthur D. *Experimental Group Counseling.* Tidewater Community College: Frederick Campus. (Undated).

The purpose of this study was to determine the effects of group counseling on student achievement in the Developmental Foundations Program. Of the 17 male volunteers for the experimental group from English verbal studies, nine received an S (satisfactory) grade, six received an R (repeat) grade, and two students withdrew. Of the students in the control group, 50 percent received satisfactory grades and 50 percent received repeat grades. The writer strongly recommended continuation and enlargement of the group counseling program.

6. *Survey of Selected Institutions Concerning Organization and Administration of Counseling Services.* Thomas Nelson Community College. (Undated).

The purpose of this study was to gather information from selected higher education institutions on the organization, administration, location, and functions of the counseling center. Deans of student services were asked their opinions on three questions which dealt with counselors specializing in one program or curriculum, with centralizing or decentralizing the counseling location, and with having counselors remain non-program specialists. Centralizing the counseling location was favored by 85 percent of the respondents. Both advantages and disadvantages were presented. Although no response percentages for the questions dealing with counselor specialization were provided, negative and positive replies were listed.

F. Student Profiles

1. Gourley, Martha H. *Summary of Student Questionnaire Responses.* Danville Community College. 1971.

This study was conducted to determine how students at Danville Community College felt about their school, the courses they were taking, and their vocational plans. A CGP questionnaire was administered to 190 students, and responses were compared with those of a norm group. DCC students' views of faculty were more favorable than those of the norm group: 88% of DCC students agreed that faculty graded fairly, discussed course work outside of class, and allowed enough class time for discussion and questions. While DCC students' views of their English courses were comparable to those of the norm group, their views of math courses were much more favorable than the norm group's views. DCC students expressed greater satisfaction with testing and guidance than did norm group students. Nearly twice as many norm group as DCC students sought a B.A. degree, while far more DCC than norm group students sought certificates or diplomas. Twenty-seven percent of liberal arts students expected to like their jobs, compared to 81 percent of occupational-technical students. Overall, 82 percent of DCC students expressed satisfaction with their college program and experiences.

2. Reed, M. Douglas. *CVCC Student Performance on the Holland Vocational Preference Inventory.* Central Virginia Community College. 1969.

The purpose of this study was to determine whether the CVCC students tested by the Vocational Preference Inventory were similar to the norm group in basic personality adjustment and vocational interests. CVCC women scored significantly lower than the norm group women on the following seven scales: Realistic, Intellectual, Social, Enterprising, Artistic, Status, and Acquiescence. These women scored significantly higher than the norm group on Self-Control, Masculinity-Femininity, and Infrequency. Only one scale, Conventional, was not significantly different for the two groups of women. CVCC men scored significantly lower than the norm group men on the following five scales: Intellectual, Social, Artistic, Status, and Acquiescence. They scored significantly higher than the norm group men on Self-Control.

G. Instruction

1. Moore, Claude. *A Study of the Effectiveness of the Developmental Mathematics Courses at Danville Community College.* Danville Community College. 1973.

This study was designed to evaluate developmental mathematics courses by comparing success in credit math courses of students who had taken developmental math (Group I) with those who had not (Group II). Group I students were not as successful as Group II students in calculus or in a course including arithmetic, elementary algebra, and trigonometry. Group I students had more success than Group II students in courses that were similar to developmental mathematics in content and level of difficulty. Basic math was incorporated into developmental math, which previously began with algebra, partially as a result of this study. Forty percent of students in developmental math completed their credit math courses during the subsequent four quarters.

2. Mullen, J. Michael. *CAI - Friend or Foe?* Northern Virginia Community College. 1973.

The purpose of this staff report was to review and evaluate several aspects of computer assisted instruction. After relating some background information on instruction, the author described the computer equipment needed, alternative methods of using computer instruction (including problem solving, practice, question-answer mode, simulation and gaming and tutoring), and portrayed the differences between computer assisted instruction and computer managed instruction. A summary of three CAI programs was then presented, followed by an overview of results based on learning improvement, effects on student behavior, the impact on the teacher's role, and the cost of CAI. The author's evaluation of CAI suggested both strengths and weaknesses. He concluded with a list of recommendations for potential users.

H. Administration

1. Mullen, J. Michael. *Planning, Programming, Budgeting in the VCCS.* Northern Virginia Community College. (Undated).

The purpose of this study was to describe briefly a Planning, Programming, Budgeting System (PPBS); the potential impact of implementing such a system; and the development of a recommendation for adoption of PPBS in the community college setting. A description of historic budgeting procedures, particularly the object-oriented budget and the function-object budget, and their limitations were presented. PPBS was then examined from a developmental view, along with the Virginia budgeting process in public institutions. In addition to a broad and genuine commitment, substantial resources, a massive training effort and time, the author suggested that a successful PPBS requires an awareness of the institution, an information system, special accounting procedures, and additional documentation. The greatest impact of PPBS was reported to be on the style and quality of administrator decision-making. A strong recommendation was made that Virginia community colleges adopt some form of PPBS. Several other recommendations were included which dealt with suggestions for making PPBS work.

I. Faculty and Staff

1. Carter, Edith H. *The Association of Expected Grades and Faculty Ratings on a Twenty-Five Item Student Evaluation Form.* New River Community College. 1974.

The purpose of this study was to determine if there was a relationship between the grade a student expected to receive in a class and his rating of that instructor. Several conclusions based on a review of literature were presented. In addition, the data indicated that at NRCC grades given to students did not affect the evaluations students gave the instructors.

2. *Faculty Survey.* John Tyler Community College. 1974.

The purpose of this survey was to obtain faculty opinions on class size, teaching workload, examinations, methods of instruction, student evaluations, administration and teaching experience. Faculty members completed a 34-item questionnaire. Results were presented on each major area, and several conclusions were drawn.

J. Other Reports

1. Archer, J. Andrew. *Fall and Winter Quarter Hourly Enrollment Summaries: Fall 1972 - Winter 1974.* Virginia Western Community College. 1974.

This report is both a summary of fall and winter quarter hourly enrollment and a discussion of certain enrollment characteristics and patterns. More courses were offered each quarter at 7:00 p.m. than at any other hour, documenting the continued effort by the college to build up its evening program. The humanities, math and science, and counseling divisions offered fewer courses in 1973-74 than in 1972-73, but all other divisions offered more courses in 1973-74. The smallest number of courses was offered in the time slot from 4:00 to 5:00. Possible reasons for the last two findings were discussed.

2. Archer, J. Andrew. *The Need for Removal of Architectural Barriers.* Virginia Western Community College. 1974.

There were two purposes for this report: to examine the need to remove architectural barriers at Virginia Western Community College and to estimate the number of students who could be served by their removal. The need to remove these barriers was found to be critical at the college based on information provided by the Roanoke office of the Virginia Department of Vocational Rehabilitation, which estimated that 60 people between the ages of 16 and 23 could not consider VWCC because of architectural barriers. No other agencies provided estimates but did cite the importance of removing these barriers. The author, however, using data form the Governor's Study Commission on Vocational Rehabilitation, estimated that anywhere from 44 to 96 students could be affected.

3. Houston, C. A. *Utilization of Parking Facilities.* Virginia Western Community College. 1973.

The purpose of this study was to examine parking facility availability and its relationships to student enrollment. It was found that parking lot utilization was highest in the morning and that extra spaces were available in the afternoon and evening. Utilization was also higher on Monday and Wednesday than on Thursday. It was concluded that although present parking space availability was not a constraining factor for student enrollment growth, any change in public parking regulations would produce a scarcity of parking spaces. Recommendations included the paving of an existing lot and the planning of additional parking facilities.

4. Singleton, Robert E. *An Analysis of Applicants Who Were Non-Enrollees For Fall, 1973.* Dabney S. Lancaster Community College. 1973.

This study was conducted to determine why 59 prospective students at Dabney S. Lancaster did not enroll for classes during the fall

quarter, 1973. Two reasons predominated in respondents' reports: attendance at another college and full-time work. One half of those attending other colleges were enrolled in Virginia community colleges. Most of those who were working had found jobs in the service area of the community college.

Section II

All College Reports Arranged by Topic

A. Follow-Up Studies

1. Analysis of 1972, 1973 Graduates Survey. Northern Virginia Community College.
2. Area Students Attending Local Colleges 1969-1971. New River Community College.
3. Attrition at Blue Ridge Community College. Blue Ridge Community College.
4. Class of 1970 Transfer to Four-Year Colleges. Thomas Nelson Community College.
5. Current Status of BRCC College Transfer and Job Placement. Blue Ridge Community College.
6. Data Concerning SVCC Graduates. Southwest Virginia Community College.
7. Dental Assistant Graduate Questionnaire. Virginia Western Community College.
8. Follow-Up of Virginia Western Community College Students. Virginia Western Community College.
9. Follow-Up Study. Wytheville Community College.
10. Follow-Up Study - Non-Returning Student Fall 1971 to Winter 1972. New River Community College.
11. Follow-Up Study of Graduates. Lord Fairfax Community College.
12. Follow-Up Survey of Tidewater Community College 1972 Graduates - Frederick Campus. Tidewater Community College.
13. General Transfer Data. New River Community College.
14. Graduate Placement Report 1972. Thomas Nelson Community College.
15. Graduate Questionnaire - Summary Sheet. Tidewater Community College.
16. 1970 Graduate Questionnaire Summary Sheet. Thomas Nelson Community College.
17. 1974 Graduating Class Analysis. Tidewater Community College.
18. A Follow-Up Study of Transfer Graduates for 1970. Southwest Virginia Community College.
19. NRCC Transfers to Four-Year Schools. New River Community College.
20. 1970-71 Placement Report Graduates of Occupational-Technical Programs. Thomas Nelson Community College.

21. Preliminary Follow-Up Study of College Alumni: 1966-1971. New River Community College.

22. Preliminary Results of 1972 VCCS Follow-Up Study of Former Occupational-Technical Students. Blue Ridge Community College.

23. A Report of the College Transfer Graduates, 1971-72. Danville Community College.

24. A Report of the Occupational-Technical Graduates 1972. Danville Community College.

25. A Report of the Occupational-Technical and College Transfer Graduates 1971. Danville Community College.

26. Research Study of Thomas Nelson Community College Transfer Programs. Thomas Nelson Community College.

27. Student-Graduate Characteristic Studies at Virginia Western Community College. Virginia Western Community College.

28. A Study for Both Graduates and Non-Graduates Enrolled during Fall 1966 through Fall 1969. John Tyler Community College.

29. Summary Analysis of Students Withdrawing Spring Quarter, 1970-71. Blue Ridge Community College.

30. Summary Results of a JTCC Questionnaire Survey as to Reasons for Withdrawals from the College. John Tyler Community College.

31. Transfer, Employment, and Opinions of the 1973 June and August Graduates. Virginia Western Community College.

B. Experimental Studies

1. Predicting Grade Point Averages: A Feasibility Study. Virginia Western Community College.

2. Some Relationships Between CGP Performance and Course Success for Students Entering CVCC in 1970-71. Central Virginia Community College.

C. Innovations

1. Analysis of R Grade Survey. Northern Virginia Community College.

2. Final Analysis One-Year R Grade Study. New River Community College.

3. Proposal for a Job Preparedness Center at Saltville, Virginia. Virginia Highlands Community College.

4. R Grade Analysis, Fall Quarter 1973. New River Community College.

D. Community

1. Actual Versus Desired Levels of Educational Achievement of Mountain Empire Community College Service Area Residents. Mountain Empire Community College.

2. Community Survey Questionnaire. New River Community College.

3. Demographic Data for Service Region. Southwest Virginia Community College.

4. Educational Needs Survey. Lord Fairfax Community College.

5. Head of Household Survey - Preliminary Analysis. Mountain Empire Community College.

6. Immediate Job Opportunities. Lord Fairfax Community College.

7. Job and Income Satisfaction of Mountain Empire Community College Service Area Residents. Mountain Empire Community College.

8. Population and Work Force Data for SVCC's Service Region. Southwest Virginia Community College.

9. Regional Relevancy - A Right and Responsibility: A Perspective on the Community College. Wytheville Community College.

10. Selected Population and Work Force Data for SVCC's Service Area. Southwest Virginia Community College.

11. Survey of Technical and Vocational Needs of Area Industry. Virginia Highlands Community College.

E. Counseling and Guidance

1. Comparative Guidance and Placement Program 1970-71. Thomas Nelson Community College.

2. Correlations Involving the Comparative Guidance and Placement Program (CGP), The Nelson-Denny Reading Test (ND), Fall Quarter GPA's and Fall Quarter English Grades. Blue Ridge Community College.

3. The Interests of Data Processing Students as Measured by the Comparative Guidance and Placement Program. Central Virginia Community College.

4. The Relationship Between High School Class Rank and First Quarter Thomas Nelson Community College Grade Point Average for Full-Time Courses. Thomas Nelson Community College.

5. Some Relationships Between CGP Math Scores and Grades in All First Quarter, 1971 Math Courses. Thomas Nelson Community College.

6. Some Relationships Between the CGP and Academic Performance at TNCC. Thomas Nelson Community College.

7. Summary Report of CGP Student Questionnaires. Blue Ridge Community College.

F. Student Profiles

1. A Comparative Study of the High School GPA When Related to the GPA of Those Students Who Graduated from TNCC. Thomas Nelson Community College.

2. A Comparison of Academic Ability of CVCC Classes Entering from 1967 to 1969. Central Virginia Community College.

3. A Comparison and Profile of New River Community College Students. New River Community College.

4. Counseling Center Research Transfer Students. Thomas Nelson Community College.

5. Changes in Ability of CVCC Entering Students 1967 and 1968. Central Virginia Community College.

6. 1968 Class Profile Report: A Graphic Interpretation. Blue Ridge Community College.

7. Counseling Center Research, The American Freshman: National Norms for Fall 1971. Thomas Nelson Community College.

8. Counseling Center Research, Local Summary Reports on the CGP for All Applicants Tested Between September 1971 and July 1972. Thomas Nelson Community College.

9. Counseling Center Research, Typical TNCC Student 1970-71. Thomas Nelson Community College.

10. A Demographic Profile of VWCC Students. Virginia Western Community College.

11. Differences in Ability (ACT Test Performance) of Entering Students 1967. Central Virginia Community College.

12. Differential Performances on the CGP Between Community College Students: Local, State and National. Central Virginia Community College.

13. General Survey Questionnaire, Fall Quarter 1973. New River Community College.

14. Income Study - Fall Quarter 1971. New River Community College.

15. Marital Status and Employment Status of Students 1971-72. New River Community College.

16. Profile of Graduating Students for Year 1972. Eastern Shore Community College.

17. Responses to Selected CGP Questions by Students Enrolling Fall 1971. Central Virginia Community College.

18. Results of Student Data Forms, Fall 1971. Patrick Henry Community College.

19. Results - VCCS 1973-74 Student Data Form New Students Only. New River Community College.

20. Student Characteristics Study. Southwest Virginia Community College.

21. Student Profile. Blue Ridge Community College.

22. Student Profile. Central Virginia Community College.

23. Student Profile. John Tyler Community College

24. Student Profile. New River Community College

25. Student Profile. Northern Virginia Community College.

26. Student Profile. Southwest Virginia Community College.

27. Student Profile by Curricular Level, Fall 1971. Northern Virginia Community College.

28. Student Test Profiles. Tidewater Community College.

29. Survey of Student and Parental Incomes. Virginia Western Community College.

G. Instruction

1. A Continuing Education Survey. Virginia Western Community College.

2. Developing Remedial Mathematics Program at Central Virginia Community College. Central Virginia Community College.

3. Questionnaire Results - Spring 1972 (Courses You Anticipate Taking During Summer). New River Community College.

4. A Rationale for Developmental Education at Virginia Highlands Community College. Virginia Highlands Community College.

5. A Statistical Comparison of Selected Performances of Post-Developmental Students and Regular Students Enrolled in Credit Courses at TNCC. Thomas Nelson Community College.

6. The Story of Project Trans-Montane. Wytheville Community College.

7. A Survey of Progress of Successful Foundation Mathematics Students Fall and Winter Quarter (1970-71). Thomas Nelson Community College.

H. Administration

1. Accessibility and Accountability - Pertinent Data for SVCC. Southwest Virginia Community College.

2. Analysis of Cross-Campus Registration, Fall 1971. Northern Virginia Community College.

3. Departmental Instructional Cost Analysis, Fall 1971. Northern Virginia Community College.

4. Educational Specifications. Northern Virginia Community College.

5. Enrollment: College Wide Trend Analysis. Northern Virginia Community College.

6. Information Exchange Project: Enrollment and Cost Data, 1971-72. Northern Virginia Community College.

7. Management Information System NRCC. New River Community College.

8. Plans for the Development of SVCC. Southwest Virginia Community College.

9. Proposal for a Real Time Information System at Tidewater Community College. Tidewater Community College.

10. Staff Report: Fall Quarter Productivity Analysis. Northern Virginia Community College.

11. Survey Report: Prospective Enrollees for an Associate Degree in Nursing Program at SVCC. Southwest Virginia Community College.

12. Utilization of Instructional Space. Virginia Western Community College.

I. Faculty and Staff

1. Focus - Seventies. Wytheville Community College

2. In-Service Training Program (NRCC) 1971-73. New River Community College.

J. Routine Reports

1. Annual Grade Study 1970-71, 1971-72, 1972-73. New River Community College.

2. Area Enrollment Local Community Colleges Fall 1971 and Fall 1972. New River Community College.

3. Average Credit Hours Per Student. John Tyler Community College.

4. College-Wide Enrollment Study. Northern Virginia Community College.

5. Comparison Enrollments Fall 1970 and Fall 1971. New River Community College.

6. Comparison of Annual Grades, 1970-73. New River Community College.

7. A Comparison of Student Enrollment by Curriculum - Full-Time and Part-Time. Southwest Virginia Community College.

8. Educational Outputs. Southwest Virginia Community College.

9. Enrollment Analysis. New River Community College.

10. Enrollment by Curriculum, Fall Quarter 1970. New River Community College.

11. Enrollment Comparisons 1970-73. New River Community College.

12. Enrollment Projections, A Comparative Study. Virginia Western Community College.

13. Faculty Workshop Evaluation Fall 1972. New River Community College.

14. Fall Quarter 1973, Academic Year 1973-74, Table of Distribution, Grade Distribution. John Tyler Community College.

15. Fall Quarter Enrollment Head Count, Academic Year 1967-68 to 1973-74. John Tyler Community College.

16. Fall Quarter Productivity Analysis, Fall 1971. Northern Virginia Community College.

17. Full-Time Equivalent Faculty Fall 1972. New River Community College.

18. Grade Distribution Analysis. Northern Virginia Community College.

19. Grade Distribution. Southwest Virginia Community College.

20. Grade Study Fall Quarter 1972. New River Community College.

21. Grade Study Fall Quarter, Winter Quarter 1972-1973. New River Community College.

22. Optimum Number of Sections. John Tyler Community College.

23. Personal Services as a Percent of Budget. John Tyler Community College.

24. Quarterly Enrollment Statistics Report. Northern Virginia Community College.

25. Student Enrollment by Major Curriculum Area. John Tyler Community College.

26. Student Enrollment by Curriculum (Head Count) January 1974. John Tyler Community College.

27. Student/Faculty Ratios. Southwest Virginia Community College.

28. Student Services Report 1969-73. Danville Community College.

29. Student Services Former Student Survey. John Tyler Community College.

30. Summary of the 1972 SCHEV Study of 1969 Transfer Students from Virginia's Community to Senior Colleges. Blue Ridge Community College.

31. Teaching Loads of Full-Time and Part-Time Faculty Academic Year 1973-74. John Tyler Community College.

32. Winter Quarter 1974, Academic Year 1973-74, Table of Distribution. John Tyler Community College.

K. Evaluation

1. Results from Student Evaluation of General 100 Orientation. Wytheville Community College.

2. Questionnaire Results Winter Quarter 1973. New River Community College.

3. Questionnaire Results - Winter Quarter 1972 (What Do You Consider No. 1 Problem at NRCC). New River Community College.

L. Other Reports

1. The Comprehensive Community College in Virginia: Some Interpretations. Virginia Highlands Community College.

2. Dual Registration at Northern Virginia Community College and George Mason University. Northern Virginia Community College.

3. Hourly Enrollment Summaries. Virginia Western Community College.

4. New River Articulation Conference. New River Community College.

5. Research Bulletins. Mountain Empire Community College.

6. Utilization of Parking Facilities. Virginia Western Community College.

Section III

All College Reports Arranged by College

Blue Ridge Community College

1. Attrition at Blue Ridge Community College
2. 1968 Class Profile Report: A Graphic Interpretation
3. Correlations Involving the Comparative Guidance and Placement Program (CGP), The Nelson-Denny Reading Test (ND), Fall Quarter GPA's and Fall Quarter English Grades
4. Current Status of BRCC College Transfer and Job Placement
5. Preliminary Results of 1972 VCCS Follow-Up Study of Former Occupational-Technical Students
6. Student Profile
7. Summary Analysis of Students Withdrawing Spring Quarter, 1970-71
8. Summary Report of CGP Student Questionnaires
9. Summary of the 1972 SCHEV Study of 1969 Transfer Students from Virginia's Community to Senior Colleges

Central Virginia Community College

1. Changes in Ability of CVCC Entering Students 1967 and 1968
2. A Comparison of Academic Ability of CVCC Classes Entering from 1967 to 1969
3. Developing Remedial Mathematics Program at Central Virginia Community College
4. Differences in Ability (ACT Test Performance) of Entering Students 1967
5. Differential Performances on the CGP Between Community College Students: Local, State and National
6. The Interests of Data Processing Students as Measured by the Comparative Guidance and Placement Program
7. Responses to Selected CGP Questions by Students Enrolling Fall 1971
8. Some Relationships Between CGP Performance and Course Success for Students Entering CVCC in 1970-71
9. Student Profile

Danville Community College

1. A Report of the College Transfer Graduates, 1971-72
2. A Report of the Occupational-Technical and College Transfer Graduates 1971
3. A Report of the Occupational-Technical Graduates 1972
4. Student Services Report 1969-73

Eastern Shore Community College

1. Profile of Graduating Students for Year 1972

John Tyler Community College

1. Average Credit Hours Per Student
2. Fall Quarter 1973, Academic Year 1973-74, Table of Distribution, Grade Distribution
3. Fall Quarter Enrollment Head Count, Academic Year 1967-68 to 1973-74
4. Optimum Number of Sections
5. Personal Services as a Percent of Budget
6. Student Enrollment by Curriculum (Head Count) January 1974
7. Student Enrollment by Major Curriculum Area
8. Student Profile
9. Student Services Former Student Survey
10. A Study for Both Graduates and Non-Graduates Enrolled During Fall 1966 Through Fall 1969
11. Summary Results of a JTCC Questionnaire Survey as to Reasons for Withdrawals from the College
12. Teaching Loads of Full-Time and Part-Time Faculty Academic Year 1973-74
13. Winter Quarter 1974, Academic Year 1973-74, Table of Distribution

Lord Fairfax Community College

1. Educational Needs Survey
2. Follow-Up Study of Graduates
3. Immediate Job Opportunities

Mountain Empire Community College

1. Actual Versus Desired Levels of Educational Achievement of Mountain Empire Community College Service Area Residents
2. Head of Household Survey - Preliminary Analysis
3. Job and Income Satisfaction of Mountain Empire Community College Service Area Residents
4. Research Bulletins

New River Community College

1. Annual Grade Study 1970-71, 1971-72, 1972-73
2. Area Enrollment Local Community Colleges Fall 1971 and Fall 1972
3. Area Students Attending Local Colleges 1969-1971
4. Community Survey Questionnaire
5. Comparison of Annual Grades, 1970-73
6. Comparison Enrollments Fall 1970 and Fall 1971
7. A Comparison and Profile of New River Community College Students
8. Enrollment Analysis
9. Enrollment Comparisons 1970-73
10. Enrollment by Curriculum, Fall Quarter 1970
11. Faculty Workshop Evaluation Fall 1972
12. Final Analysis One-Year R Grade Study
13. Follow-Up Study - Non-Returning Student Fall 1971 to Winter 1972
14. Full-Time Equivalent Faculty Fall 1972
15. General Transfer Data
16. General Survey Questionnaire, Fall Quarter 1973

17. Grade Study Fall Quarter 1972
18. Grade Study Fall Quarter, Winter Quarter 1972-1973
19. In-Service Training Program (NRCC) 1971-73
20. Income Study - Fall Quarter 1971
21. Management Information System NRCC
22. Marital Status and Employment Status of Students 1971-72
23. New River Articulation Conference
24. NRCC Transfers to Four-Year Schools
25. Preliminary Follow-Up Study of College Alumni: 1966-1971
26. Questionnaire Results - Spring 1972 (Courses You Anticipate Taking During Summer)
27. Questionnaire Results Winter Quarter 1973
28. Questionnaire Results - Winter Quarter 1972 (What Do You Consider No. 1 Problem at NRCC)
29. R Grade Analysis, Fall Quarter 1973
30. Results - VCCS 1973-74 Student Data Form New Students Only
31. Student Profile

Northern Virginia Community College

1. Analysis of Cross-Campus Registration, Fall 1971
2. Analysis of 1972, 1973 Graduates Survey
3. Analysis of "R" Grade Survey
4. College-Wide Enrollment Study
5. Departmental Instructional Cost Analysis, Fall 1971
6. Dual Registration at Northern Virginia Community College and George Mason University
7. Educational Specification
8. Enrollment: College Wide Trend Analysis
9. Fall Quarter Productivity Analysis, Fall 1971

10. Grade Distribution Analysis
11. Information Exchange Project: Enrollment and Cost Data, 1971-72
12. Quarterly Enrollment Statistics Report
13. Staff Report: Fall Quarter Productivity Analysis
14. Student Profile by Curricular Level, Fall 1971
15. Student Profile, Fall 1971

Patrick Henry Community College

1. Results of Student Data Forms

Southwest Virginia Community College

1. Accessibility and Accountability - Pertinent Data for SVCC
2. A Comparison of Student Enrollment by Curriculum - Full-Time and Part-Time
3. Data Concerning SVCC Graduates
4. Demographic Data for Service Region
5. Educational Outputs
6. A Follow-Up Study of Transfer Graduates for 1970
7. Grade Distribution
8. Plans for the Development of SVCC
9. Population and Work Force Data for SVCC's Service Region
10. Selected Population and Work Force Data for SVCC's Service Area
11. Student Characteristics Study
12. Student/Faculty Ratios
13. Student Profile
14. Survey Report: Prospective Enrollees for an Associate Degree in Nursing Program at SVCC

Thomas Nelson Community College

1. Class of 1970 Transfer to Four-Year Colleges
2. Comparative Guidance and Placement Program 1970-71
3. A Comparative Study of the High School GPA When Related to the GPA of Those Students Who Graduated from TNCC
4. Counseling Center Research, The American Freshman: National Norms for Fall 1971
5. Counseling Center Research, Local Summary Reports on the CGP for All Applicants Tested Between September 1971 and July 1972
6. Counseling Center Research Transfer Students
7. Counseling Center Research, Typical TNCC Student 1970-71
8. Graduate Placement Report 1972
9. 1970 Graduate Questionnaire Summary Sheet
10. 1970-71 Placement Report Graduates of Occupational-Technical Programs
11. The Relationship Between High School Class Rank and First Quarter Thomas Nelson Community College Grade Point Average for Full-Time Courses
12. Research Study of Thomas Nelson Community College Transfer Programs
13. Some Relationships Between the CGP and Academic Performance at TNCC
14. Some Relationships Between CGP Math Scores and Grades in All First Quarter, 1971 Math Courses
15. A Statistical Comparison of Selected Performances of Post-Developmental Students and Regular Students Enrolled in Credit Courses at TNCC
16. A Survey of Progress of Successful Foundation Mathematics Students Fall and Winter Quarter (1970-71)

Tidewater Community College

1. Follow-Up Survey of Tidewater Community College 1972 Graduates - Frederick Campus
2. Graduate Questionnaire - Summary Sheet

3. 1974 Graduating Class Analysis

4. Proposal for a Real Time Information System at Tidewater Community College

5. Student Test Profiles

Virginia Highlands Community College

1. The Comprehensive Community College in Virginia: Some Interpretations

2. Proposal for a Job Preparedness Center at Saltville, Virginia

3. A Rationale for Developmental Education at Virginia Highlands Community College

4. Survey of Technical and Vocational Needs of Area Industry

Virginia Western Community College

1. A Continuing Education Survey

2. A Demographic Profile of VWCC Students

3. Dental Assistant Graduate Questionnaire

4. Enrollment Projections, A Comparative Study

5. Follow-Up of Virginia Western Community College Students

6. Hourly Enrollment Summaries

7. Predicting Grade Point Averages: A Feasibility Study

8. Student-Graduate Characteristic Studies at Virginia Western Community College

9. Survey of Student and Parental Incomes

10. Transfer, Employment, and Opinions of the 1973 June and August Graduates

11. Utilization of Instructional Space

12. Utilization of Parking Facilities

Wytheville Community College

1. Focus - Seventies

2. Follow-Up Study

3. Regional Relevancy - A Right and Responsibility: A Perspective on the Community College

4. Results from Student Evaluation of General 100 Orientation

5. The Story of Project Trans-Montane

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